

Capstone Senior Project Syllabus

Course Information

Course Number/Section: **BPS4395.008.24S**
Course Title: Capstone Senior Project in xxxx
Term: Spring 2024
Days & Time: Thursday 4:00pm-6:45pm / JSOM 2.717

Instructor Contact Information

Instructor: Senthil Velayudham
Office Hours: 1st preference: Email, 2nd preference: Text if urgent and time sensitive
Email: senthil@utdallas.edu
Phone: 469.562.8512

Teaching Assistant Contact Information

TA:
Office:
Office Hours:
Email:
Phone:

Course Pre-requisites, Co-requisites, or Other Restrictions

Pre-requisites: Undergraduate students must have completed a minimum of 90 semester credit hours and all core classes of their major. Graduate students must have completed all required pre-requisites.
Co-requisites:
Other Restrictions: None
The course is open to JSOM business students.

Course Description

The purpose of this course is to complement theory and provide an in-depth, hands-on experience in all aspects of a real-world business project. Students will work in a team environment on real-industry projects, and interact and collaborate with faculty and industry advisors while analyzing the business problems and developing suitable solutions. The deliverables will include reports documenting various aspects of the project (e.g., statement of work, project charter, project plan, schedule, and final presentation).

Students Learning Objectives/Outcomes

Upon successful completion of this course, students will be able to:

- Apply project management skills (e.g., planning, work breakdown structure, cost estimation, scheduling)
- Analyze requirement data, plan, make sound decisions and develop a solution to a real-world problem
- Communicate and work effectively in disciplinary or multi-disciplinary teams
- Document, produce managerial and project progress reports, present project progress and final results.

Required Textbooks and Materials

No book is required. The instructor will provide all necessary material via the eLearning platform. In most cases, students must research and collect information from various sources relevant to their project.

Suggested Reading Textbooks and Materials

There is no textbook for this course. Students must research and collect information from sources relevant to their projects. If necessary, the instructor may provide materials or presentations.

Required Tools

The faculty advisor will guide students on the necessary tools. However, students must use Microsoft Suite, particularly MS Excel and MS PowerPoint, to create a professional presentation.

Useful Links

EduSourced training: <https://edusourced.zendesk.com/hc/en-us>

EduSourced, companies submit projects to JSOM: <https://utdsolv.edusourcedapp.com/submit>

UTDsolv Support: utdsolv@utdallas.edu

UTD Library database tutorials: <https://libguides.utdallas.edu/jsom-video-tutorials>

Tentative Schedule

The following is a tentative schedule, followed as closely as possible, and changes will be announced.

Week	Discussions and Activities	Assignments & Due Dates
Jan 16 (Wk-1)	Faculty <ul style="list-style-type: none">Course introduction and syllabus walkthrough.Overview of EduSourced platform and templates.Organize and assign teams to projects.Introduce structure for team, discuss student team meetings, frequency, and reporting.Discuss <i>Team Charter</i> purpose and its components for building synergy and commitment among team members.Discuss <i>Kickoff Meeting</i>, professionalism, questions to ask clients, and set up a kickoff meeting. Students <ul style="list-style-type: none">Review three video modules on eLearning (project management, communication, and ethics)	<i>Review video modules</i> on project management, ethics, and communication by 01/19/24.
Jan 22 (Wk-2)	Faculty <ul style="list-style-type: none">Discuss the project and its primary components and critical success factors.Discuss the <i>Project Charter</i>, its components, and how to complete it.Discuss with the sponsor about the scope and gather information about deliverables as input for the <i>Project Charter</i>.Guide students on <i>Project Charter</i> and prepare for delivery.Sign off on <i>Team Charter</i>.Have in-person or virtual <i>Kickoff Meetings</i> with the project sponsors. Students <ul style="list-style-type: none">Review three video modules on eLearning (innovation, global mindset, and risk assessment)Students work with faculty on project progress and deliverables.Finalize <i>Team Charter</i> and select a <i>Team Leader</i>.Work on the <i>Project Charter</i>.Track and manage project actions/issues.	<i>Team Charter</i> due 01/26/24. <i>Team Leader</i> selected by 01/26/24. <i>Kickoff Meetings</i> due on 01/26/24.
Jan 29 (Wk-3)	Faculty <ul style="list-style-type: none">Discuss effective communications and qualitative interviewing.	<i>Review learning modules</i> on innovation,

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> • Discuss methods and approaches in managing the projects, and what to watch for to ensure proper and on-time delivery. • Discuss scope management, project plan, and how to complete and deliver the results. • Establish format, schedule weekly meeting cadence with sponsor company. • Guide students on the <i>Project Charter</i> and prepare for delivery to sponsor. • Sign off on <i>Team Charter</i> by faculty and sponsor company. • Start attending weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Work with faculty on how to set up and manage the project. • Start weekly meetings with sponsor companies to obtain data and necessary information for the project (plan). • Provide a status report of the project, data gathering activities, and outcomes of weekly meetings with sponsors (if permitted previously). • Identify weekly activities and plan accordingly. • Assess and refine the <i>Project Charter</i> document with faculty. 	<p>globalization, and risk by 02/02/24.</p> <p><i>Project Charter</i> due on 02/02/24.</p>
<p>Feb 05 (Week 4)</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss how to identify the project’s major activities and deliverables, set expectations, and identify possible risks. • Discuss how to break a complex task into small and manageable tasks. • Develop preliminary WBS and project schedule. • Address students’ issues and possible issues related to the client. • Guide students on the <i>Project Plan</i> and prepare for delivery to the sponsor. • Sign off on <i>Project Charter</i> by faculty and sponsor company. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with project sponsor. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide a status report of the project, data gathering activities, and outcomes of weekly meetings with sponsors (if permitted previously). • Identify weekly activities and plan accordingly. • Review preliminary milestones and deliverables with faculty. • Assess and refine the <i>Project Plan</i> document. 	
<p>Feb 12 (Wk-5)</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss methodologies and approaches in resolving any challenges. • Address students’ issues and possible issues related to the client. • Assess the <i>Project Plan</i> and ensure it is ready to be delivered to the sponsor. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with the project sponsor. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Teams provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Review all milestones and deliverables with the faculty. • Review and sign off project plan by faculty and sponsor company. 	<p><i>Project Plan</i> due on 02/16/24</p>

Week	Discussions and Activities	Assignments & Due Dates
Feb 19 (Wk-6)	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss business ethics, its importance, and impact (facilitate discussion). • Students provide project status updates, track action items/issues, and work with faculty on what needs to be done. • Guide students on project progress and deliverable. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with the project sponsor. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Teams provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. 	
Feb 26 (Wk-7)	<p>Faculty</p> <ul style="list-style-type: none"> • Discuss management topics of customers, competitors, and capabilities. • Relate lecture material to specific project applications. • Guide students on project progress and deliverable. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with the project sponsor. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Provide client with an update (MS Teams/email) on midterm project status. 	<p><i>Midterm 360 Student Peer Evaluation Survey sent 02/26/24 and due by 03/04/24.</i></p>
Mar 4 (Wk-8)	<p>MIDTERM PROJECT REPORTS DUE</p> <p>Faculty</p> <ul style="list-style-type: none"> • Discuss innovation and technology to improve business performance. • Relate lecture materials to specific project applications. • Guide students on project progress and deliverable. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with the project sponsor. • Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. • Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). • Identify weekly activities and plan accordingly. • Provide a presentation regarding work completed, work remaining, and progress to plan and resolve any issues impacting successful completion. 	<p><i>Midterm 360 Student Peer Evaluation Survey due by 03/04/24.</i></p> <p><i>Midterm report due 03/08/24.</i></p> <p><i>Midterm Grades submitted to Orion and eLearning by 03/09/24 (instructor).</i></p>
Mar 11 (Wk-9)	NO CLASS – SPRING BREAK	
Mar 18 (Wk-10)	<p>Faculty</p> <ul style="list-style-type: none"> • Provide formal updates on midterm status with student teams and sponsors. • Discuss project audit to ensure things are going according to plan. • Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> • Attend a weekly meeting with the project sponsor. 	

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). Identify weekly activities and plan accordingly. 	
Mar 25 (Wk-11)	<p>Faculty</p> <ul style="list-style-type: none"> Discuss how to manage disruption and risk. Relate disruption and risk topics as applicable to specific projects. Guide students on project progress and deliverable. Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> Attend a weekly meeting with the project sponsor. Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). Identify weekly activities and plan accordingly. 	
Apr 1 (Wk-12)	<p>Faculty</p> <ul style="list-style-type: none"> Discuss how to analyze collected data from the client and complete the analysis. Assess projects and provide feedback to students. Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> Attend a weekly meeting with the project sponsor. Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). Identify weekly activities and plan accordingly. 	
April 8 (Wk-13)	<p>Faculty</p> <ul style="list-style-type: none"> Assess projects and provide feedback to students. Discuss survey “Student Skills Assessment” and its purpose. Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> Attend a weekly meeting with the project sponsor. Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). Identify weekly activities and plan accordingly. Develop preliminary findings and review the recommendations with the faculty. Obtain company input and guidance regarding preliminary recommendations. 	
April 15 (Wk-14)	<p>Faculty</p> <ul style="list-style-type: none"> Have “dry run” presentations with the students and provide feedback. Decide a date/time with the client and set a meeting for the final presentation. Attend weekly meetings with student teams and project sponsors. <p>Students</p>	<p>Have final presentations ready for review. In class <i>dry run presentations</i> completed by 04/19/24.</p>

Week	Discussions and Activities	Assignments & Due Dates
	<ul style="list-style-type: none"> Attend a weekly meeting with the project sponsor. Track and manage project action items, discuss project issues (if any) with faculty, and get guidance. Provide project status updates and work with faculty on the latest interactions with the client (if permitted previously). Identify weekly activities and plan accordingly. Present preliminary findings and recommendations to sponsor companies. Incorporate client feedback from preliminary findings, update meetings as applicable. Have “dry run” final presentations with faculty. 	
April 22 (Wk-15)	<p>Faculty</p> <ul style="list-style-type: none"> Discuss and review final project presentation and provide guidance on improvements. Decide a date/time with the client and set a meeting for the final presentation. Attend weekly meetings with student teams and project sponsors. <p>Students</p> <ul style="list-style-type: none"> Attend a weekly meeting with the project sponsor. Complete final presentation and recommendations, review them with faculty. Review all documents with faculty to ensure completeness. 	<p><i>End-term 360 student peer evaluation survey sent 04/19/24 and due 05/03/24.</i></p> <p><i>Student Skills Assessment Survey sent out: 04/26/24 and due 05/03/24.</i></p>
April 29 (Wk-16)	<p>Last Class Session on 05/03/24</p> <p>Faculty</p> <ul style="list-style-type: none"> Based on a pre-defined criteria faculty select one “Best Project Team” in their capstone course section and inform utdsolv@utdallas.edu about their choice. <p>Students</p> <ul style="list-style-type: none"> Present the final presentation and recommendations to the client. Finalize the infographic. Finalize the project report. Review all documents for proper formatting. Review all documents with faculty to ensure completeness. Deliver final project presentation, reports, and documentation to the client. Recognize team members’ contributions and celebrate project closure. 	<p><i>Final Presentations with student teams and clients in week of 04/29/24.</i></p> <p><i>Infographic due on 05/03/24.</i></p> <p><i>Final Presentation due 05/03/24.</i></p> <p><i>Final Report due 05/03/24.</i></p> <p><i>Student Skills Assessment Survey due 05/03/24.</i></p> <p><i>End-term 360 student peer evaluation survey due 05/03/24.</i></p> <p>Selecting best project team (faculty) due 05/03/24.</p>
May 6 (Wk 17) Expo!	<p>Selected Project Teams</p> <ul style="list-style-type: none"> Showcase final infographic at the UTDSolv Capstone Expo. Give a 3-5 min. pitch for a professional jury in “Shark-Tank” style. The top 3 project teams get awarded. <p>Students and Faculty</p> <ul style="list-style-type: none"> Are attending the UTDSolv Capstone Expo. 	<p><i>Final handover of presentation, reports, and infographics to sponsor companies due 05/06/24.</i></p> <p><i>Capstone Course Evaluation Survey sent 05/06/24 and due 05/17/24.</i></p> <p><i>Client Survey sent 05/06/24 and due 05/17/24.</i></p> <p><i>Submit Final Grades to</i></p>

Week	Discussions and Activities	Assignments & Due Dates
		Orion and eLearning (faculty) due 05/16/24 .

Grading Policy

The overall course grades reflect performance in all aspects of the course (see below) and are more than just measuring project outcome or individual effort.

Grading Policy (also see rubric)	Max Points	Undergraduate Scale	Graduate Scale
Student Peer Evaluation*	5 points	97 – 100 A+	94 – 100 A
Attendance	10 points	94 – 96 A	90 – 93 A-
Team Charter	10 points	90 – 93 A-	87 – 89 B+
Project Charter	10 points	87 – 89 B+	83 – 86 B
Project Plan	15 points	84 – 86 B	79 – 82 B-
Infographic**	10 points	80 – 83 B-	75 – 78 C+
Final Presentation	15 points	77 – 79 C+	69 – 74 C
Final Report/ Project Results	25 points	74 – 76 C	Below 69 F
Total	100 points	70 – 73 C- 67 – 69 D+ 64 – 66 D 60 – 63 D- Below 60 F	

NOTE: A point will be deducted for each non-compliance (e.g., missing a class session, a client meeting, an assignment, a survey, not following established guidelines, rubrics, professionalism). The point deduction can grow quickly, so check your work before submission and always comply with the policies and expectations.

* Project teammates and the JSOM project manager (if assigned) will provide input for the peer performance evaluation. It is important to note that performance far below expectations may result in a student’s removal from a project team and an individual or team final course grade of “F” or “I” regardless of actual numerical grades. Such a grade could be assigned for reasons that include but are not limited to the following:

- Poor peer evaluation.
- Lack of meaningful participation in team activities or lack of meaningful contribution to the team’s work.
- Get fired by the client for any reason (e.g., not meeting expectations, not participating in meetings, not delivering on-time).
- Substantially unequal team member contributions.
- Unprofessional or unethical conduct (including actions while on project-related travel).
- Misuse of client-provided data or equipment for failure to return client-supplied equipment (if any).
- Actions that impede or hinder the progress of the project team or substantially unfinished project deliverables
- Unacceptable or incomplete final documentation/presentation

** Wikipedia defines an infographic as a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly. To create your own infographic, use [Canva Free Infographic Maker](#). The recommended size for an infographic when posting it on LinkedIn is 1104 x 736 pixels (horizontal), or 7.66 x 11.5 inch (width by height). For a standard blog post consider a size of 663 x 2000 pixels (vertical) or 6.91 x 20.83 inch (width by height). Read more about infographics at [infographic-best-practices](#), [guide to infographic size and dimensions](#), and [how to choose the right infographic dimensions for your design](#).

Rubrics

The following rubrics will be used for assessing the overall quality of deliverables. Students should consider these rubrics while developing their deliverables.

Team Charter Rubric

The team charter defines the team’s purpose. It sets ground rules for working together, expectations, communication frequency, methods, decisions, and how conflicts will be handled (max 10 points).

Measure	Poor (Score 0-2)	Fair (Score 3-5)	Good (Score 6-8)	Excellent (Score 9-10)	Score
Students will be able to define the mission and objectives of the team	The mission and objectives of the team are missing or not well defined	The mission and objectives of the team are lightly defined	The mission and objectives of the team are adequately defined	The mission and objectives of the team are thoroughly and clearly defined	
Students will be able to define the operating guidelines of the team	The operating guidelines of the team are missing or not well defined	The operating guidelines of the team are lightly defined	The operating guidelines of the team are adequately defined	The operating guidelines of the team are thoroughly and clearly defined	
Students will be able to define the communication guidelines of the team	The communication guidelines of the team are missing or not well defined	The communication guidelines of the team are lightly defined	The communication guidelines of the team are adequately defined	The communication guidelines of the team are thoroughly and clearly defined	
Students will be able to define the roles and responsibilities of each team member.	The roles and responsibilities of team members are missing or not well defined	The roles and responsibilities of team members are lightly defined	The roles and responsibilities of team members are adequately defined	The roles and responsibilities of team members are thoroughly and clearly defined	
Average Score					

Project Charter Rubric

Project Charter document provides high-level information about the business problem and related items such as deliverables, milestones, or critical success factors (max 10 points).

Measure	Poor (Score 0-2)	Fair (Score 3-5)	Good (Score 6-8)	Excellent (Score 9-10)	Score
Students will be able to describe the project background and the overall business needs.	Project background and overall business needs explanation are either missing or insufficient.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.	
Students will be able to describe the preliminary project scope, milestones, and assumptions.	Scope, milestones, and assumptions are either missing or are not enough.	Scope, milestones, and assumptions are lightly explained.	Scope, milestones, and assumptions are adequately explained.	Scope, milestones, and assumptions are thoroughly and clearly explained.	
Students will be able to describe the critical success factors and identify key stakeholders.	Critical success factors and key stakeholders are either missing or are not enough.	Critical success factors and key stakeholders are lightly explained.	Critical success factors and key stakeholders are adequately explained.	Critical success factors and key stakeholders are thoroughly and clearly explained.	
Students will be able to define the acceptance criteria clearly.	Acceptance criteria are either missing or are not sufficiently explained.	Acceptance criteria are lightly explained.	Acceptance criteria are adequately explained.	Acceptance criteria are thoroughly and clearly explained.	
Average Score					

Project Plan Rubric

The Project plan is a detailed document that explains the project, scope, milestones, management approaches, and other important aspects of the project (max 15 points).

Measure	Poor (Score 0-3)	Fair (Score 4-7)	Good (Score 8-11)	Excellent (Score 12-15)	Score
Students will be able to explain the project background and business needs in detail.	Project background and overall business needs explanation are either missing or insufficient.	Project background and overall business needs are lightly explained.	Project background and overall business needs are adequately explained.	Project background and overall business needs are thoroughly and clearly explained.	
Students will be able to explain scope, WBS, milestones, and assumptions in detail.	Scope, WBS, milestones, and assumptions are either	Scope, WBS, milestones, and assumptions are	Scope, WBS, milestones, and assumptions are	Scope, WBS, milestones, and assumptions are	

Measure	Poor (Score 0-3)	Fair (Score 4-7)	Good (Score 8-11)	Excellent (Score 12-15)	Score
	missing or are not defined correctly.	lightly defined and explained.	adequately defined and explained.	thoroughly defined and clearly explained.	
Students will be able to explain assumptions, constraints, dependencies, and critical success factors in detail.	Assumptions, constraints, dependencies, and critical success factors are either missing or are not defined correctly.	Assumptions, constraints, dependencies, and critical success factors are lightly defined and explained.	Assumptions, constraints, dependencies, and critical success factors are adequately defined and explained.	Assumptions, constraints, dependencies, and critical success factors are thoroughly defined and clearly explained.	
Students will be able to explain in detail how various aspects of the project will be managed, including risks, actions, issues, HR, conflicts, communication, and acceptance criteria.	The explanation of how various aspects of the project will be managed throughout the lifecycle are either missing or not appropriately defined, or are not relevant.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is lightly defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is adequately defined and explained.	The explanation of how the various aspects of the project will be managed throughout the lifecycle is thoroughly defined and clearly explained.	
Average Score					

Infographic Rubric

Wikipedia defines an infographic as a graphic visual representation of information, data, or knowledge intended to present information quickly and clearly (max 10 points).

Measure	Poor (Score 0-2)	Fair (Score 3-5)	Good (Score 6-8)	Excellent (Score 9-10)	Score
Students will be able to create a professional graphical poster.	Infographic is of poor quality and does not visually represent project information.	Infographic is visually appealing but does not represent the project.	Infographic is visually appealing and represents the project clearly	Infographic is an excellent visual representation of the project	
Students will be able to articulate the business problem graphically.	Infographic does not articulate the business problem graphically	Infographic somewhat represents the business problem	Infographic articulates the business problem graphically	Infographic illustrates the business problem clearly and explicitly	
Students will be able to show the overall developed solution graphically while maintaining an explicit look.	Infographic does not show the overall developed solution graphically and lacks an explicit look.	Infographic somewhat shows the overall developed solution graphically	Infographic very nicely shows the overall developed solution with an explicit look	Infographic is an excellent graphical representation of the overall developed solution and maintains an explicit outlook	
Average Score					

Final Presentation Rubric

The final presentation is a series of slides that students present to the company at the end of the semester that capsule the business problem, and the solution with its related business recommendations (max 15 points).

Measure	Poor (Score 0-3)	Fair (Score 4-7)	Good (Score 8-11)	Excellent (Score 12-15)	Score
Students will be able to create an executive summary slide.	The executive summary slide is either missing or vaguely explains the project's overall solution.	The executive summary slide lightly addresses the project and its overall solution.	The executive summary slide adequately addresses the project and its overall solution.	The executive summary slide thoroughly and clearly addresses the project and its overall solution.	
Students will be able to create a series of slides that explain the business problem.	A series of slides to address the business problem are either missing, not enough or vaguely explaining the business problem, or are not relevant.	A series of slides to address the business problem lightly explain the business problem and seem lightly relevant.	A series of slides to address the business problem is relevant and explain the business problem adequately.	A series of slides addressing the business problem is relevant and thorough and clearly explains the problem.	

Measure	Poor (Score 0-3)	Fair (Score 4-7)	Good (Score 8-11)	Excellent (Score 12-15)	Score
Students will be able to create a series of slides that describe the overall developed solution.	The slides to address the overall solution and recommendations are either missing or are very weak.	The slides addressing the overall solution and recommendations are lightly done and appear weak.	The slides addressing the overall solution and recommendations adequately explain the overall solution, and the recommendations appear relevant and interesting.	The slides addressing the overall solution and business recommendations are excellent, relevant, and interesting.	
Students will be able to wrap up the slide deck appropriately.	The conclusion slide is either missing or very weak.	The conclusion slide slightly wraps up the presentation and is not strong enough.	The conclusion slide adequately wraps up the presentation and is strong.	The conclusion slide is detailed and very firmly wraps up the presentation.	
Average Score					

Final Report Rubric

The Final Report is a document that explains the business problem, and the developed business solution with a series of relevant recommendations (max 25 points).

Measure	Poor (Score 0-6)	Fair (Score 7-14)	Good (Score 14-20)	Excellent (Score 21-25)	Score
Students will be able to give a clear explanation of the business problem and its underlying reasons.	The report lacks a clear description of the business problem and underlying reasons.	The report lightly describes the business problem and underlying reasons but lacks clarity.	The report describes the business problem and underlying reasons adequately and with sufficient clarity.	The report describes the business problem and underlying reasons thoroughly and with great clarity.	
Students will be able to organize and structure their research data clearly and coherently.	Research data is poorly organized and lacks explanation and a clear structure.	Research data has a basic structure but still lacks clarity and coherence.	Research data is organized well, and the structure is described adequately, clearly, and coherently.	Research data is exceptionally organized and presented well in an evident and coherent fashion.	
Students will be able to report relevant solutions to the business problem that comply with the client's specifications.	The report lacks an explanation of the business solutions and is very vague.	The report lightly explains the business solution and still lacks details.	The report adequately explains the business solution with clear and relevant details.	The report has a great explanation of the business solution and provides excellent clarity with great details.	
Students will be able to give several solid recommendations to the client.	The report lacks solid recommendations, is not relevant, or is vague.	The report provides several recommendations, which are not clear and seem very high-level.	The report has several recommendations, which are relevant and explained clearly.	The report has several solid and very detailed recommendations that are clearly explained.	
Average Score					

Comet Creed

The UT Dallas student body voted on this creed in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

Course Policy: Be Advised

A point will be deducted for each non-compliance (e.g., missing a class session, a client meeting, an assignment, a survey, not following established guidelines, rubrics, professionalism). The point deduction can grow quickly, so check your work before submission and always comply with the policies and expectations.

1. General

- a. This course requires work on realistic and challenging business problems. Consequently, students should expect to spend considerable time outside class working on their projects. As a guideline, at least 10 hours of project work per week from each student is typically required for successful project completion. Students with extra-curricular obligations (especially jobs) should be aware that they will need to be available to meet with their teammates and fully participate in all course activities.
- b. Students are expected to attend each class session and participate in all meetings with their instructor, client, and project team.
- c. Students will receive a grade of “F” or “Zero” if they get fired by the client for any reason, including but not limited to not meeting expectations, not participating in meetings, or not delivering on time.
- d. Announcements or changes will be through the eLearning or UT Dallas email. It is the student’s responsibility to log into eLearning periodically (e.g., weekly, daily) and review the provided materials.
- e. Read the syllabus thoroughly and get familiar with the course policy, assignments, due dates, and expectations.
- f. Each student is assigned a team (usually five students) with a team lead who submits the reports/assignments before the due dates.
- g. Without exception, students MUST only communicate using their UTD email account (no exceptions).
- h. Any student who is found responsible for committing an act of academic dishonesty will receive a grade of “F” or “0” (zero) on that quiz, exam, assignment, project, or course.
- i. Projects in this course may involve meeting at the client’s office or other location for meetings, presentations, or site visits. Students are expected to comply with all university policies related to off-campus travel (check the UTD syllabus and policy link at the end of this document for more information). Students are expected to conduct themselves professionally and comply with all university regulations when traveling or participating in activities at a client’s site. Under no circumstances is a student obligated to participate in any off-campus activity which, in their judgment, is unsafe or violates their moral or ethical beliefs. In such cases, students should politely state their preference not to participate. Also, clients are expected to treat all students equally and respectfully. Students should feel free to report any concerns to their instructor.
- j. The instructor reserves the right to:
 - i. Change the grading policy without notice due to unforeseen circumstances such as dishonesty or cheating.
 - ii. Change the already published grades on eLearning and Galaxy if there has been a miscalculation.

2. Deliverables/Reports/Documents

- a. This course will use an online web-based system called EduSourced that is designed for the activities in project-based courses. All key course documents or materials will be available through EduSourced. Assignments (deliverables) will be submitted through this system as well.
- b. It is the student’s responsibility to ensure having internet access to submit deliverables by the scheduled due dates. Deliverables must be submitted via EduSourced. Email submission of any assignment, deliverable, or document to the instructor receives a grade of zero. Students receive a zero or “F” grade for any missed deliverable, and there will be no make-up.
- c. A late team deliverable submission is not accepted for grading and will result in no credit for all team members. This policy is strictly enforced because it is an integral part of the developing skills expected in the professional community. Teams are advised to have a procedure to ensure that their deliverables are submitted on time.
- d. Computer problems, lack of network access, and extended upload times for large documents are not acceptable excuses for late submissions. Do not submit documents a few minutes before the deadline. Instead, allow enough time if there is an issue with the system, internet, or document. Submitting deliverables well ahead of deadlines is the best way to avoid complications due to unexpected, last-minute problems.
- e. Each student is responsible for ensuring submitted documents are uploaded correctly and available online to the instructor and other stakeholders. In case of difficulty uploading documents to EduSourced, try changing the browser, clearing cookies and cache, and turning off pop-up blockers. If still unable to upload documents, contact the JSOM helpdesk at 972-883-5800. Lastly, the student may want to ask one of the team members to upload the document on time.
- f. Due to the diversity of projects and activities in this course, students/team members are expected to communicate to their instructor about any issues they feel may affect their performance in this course (e.g., team members).
- g. Students are expected to complete related surveys as part of a course assignment. The results of the survey will be used to help improve the course. Once data is collected, student names will be disassociated from the results.

3. Confidentiality & Intellectual Property

- a. Students MUST always treat sponsor information with care, regardless of the existence of an agreement or non-disclosure agreement. In particular, students should make confidentiality requirements a priority when using computer resources (e.g., email, file storage, social media). Additionally, all publicly presented materials must be cleared by the client first. If the student has doubts about these matters, consult with the instructor immediately.
- b. Before the start of the project, students may need to sign a memorandum of understanding (MOU), a non-disclosure agreement (NDA), or an intellectual property (IP) agreement with the client/sponsoring companies. Consult with the instructor before signing any agreement.
- c. Student teams use the EduSourced platform to store documents related to the project securely. Web-based storage services such as Google Drive or Dropbox should NOT be used without the client's approval.

Deliverables and Project Details

The following guidelines are designed to ensure all files/documents are appropriately named and formatted, and all submitted documents follow proper templates. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**. Be advised that point deduction can multiply.

A. File Naming Convention

Use the following guideline to name the files correctly before submission.

1. JSOM, Company Name, Document Description (e.g., charter, plan)
2. Version Number (preceded by the letter "v" in lower case)
Example: JSOM-Pepsico-Charter-V1.docx

B. Formatting Documents (MS Files)

Throughout the semester, students will use predefined templates to prepare specific deliverables such as project charter or project plan. Microsoft Office products such as Word, Excel, PowerPoint, and MS Project are required for completing such assignments. Adherence to the guidelines below is required, and **one point will be deducted for each non-compliance (no exception)**.

Note: Please maintain the format of each template and name files according to the naming convention scheme.

- a. Always submit original Microsoft files only (Word, Excel, PowerPoint, or Project). No PDF file is acceptable.
- b. DO NOT change the format of the templates (e.g., fonts, headers, size)
- c. Often students use "Google Docs" for collaboration between team members. Thus, be advised that the formatting will typically be stripped when the document is downloaded. This means the document will not have the same formatting as the original template. In that case, copy the content and paste it into the original template. If the student/team submits the "google docs" version without the proper formatting, it will receive a grade of Zero.
- d. Templates have headings such as "Project Scope" or "Project Risks." Make sure to write at least a paragraph before listing any bullets or adding a table, a graphic, or a chart.
- e. All tables, diagrams, charts, and graphics are numbered sequentially. Each table should have a number and refer to it within the content area. For example, the paragraph should not have "see table below"; instead, you should have "see Table 1" or "see Diagram 1" or "Table 1 indicates that..." or "Diagram 1 indicates that..." and the letter "T" or "D" of each word should be capitalized.
- f. An assignment or a deliverable may require the use of Microsoft Excel. So, always use "print preview" and visually inspect the formatting of the data to ensure tables are not broken into several pieces or span onto several pages. Sometimes, the student may need to change the font size or margins or select a landscape rather than portrait format so tables appear correctly and preferably on one page (use your best judgment for formatting).

C. PowerPoint Slide Presentation

Each assigned project should be planned, executed, and completed. At the end of the semester, students present their recommended solutions to their clients (the company's senior management). Use the following guidelines to help to develop

a compelling slide presentation. Adherence to the guidelines below is required, and one point will be deducted for each non-compliance (no exception).

- a. Make sure all slides are numbered sequentially and keep the overall look and feel of slides professional.
- b. The presentation should start with an “Executive Summary” slide. Students are encouraged to research it on Google and find out more about developing a compelling executive summary slide.
- c. Add as many slides as necessary to showcase **the overall solution, which is the HEART of the presentation.**
- d. A typical presentation for such a deliverable is about 20+ slides (use your judgment).
- e. Submit the slides (PowerPoint file) to EduSourced.

UT Dallas Syllabus Policies and Procedures

The information in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.